Author Index

Afflerbach, Peter—see Johnston, Peter
Allington, Richard—see Johnston, Peter
Ames, Carole, and Ames, Russell—Goal Structures and Motivation, 39–52
Ames, Russell—See Ames, Carole

Bell, Aula—see Downing, John
Bennion, Karla—see Scruggs, Thomas E.
Berliner, David C.—see Fenstermacher, Gary D
Bershon, Barbara L.—see Rohrkemper, Mary M.
Block, James H.—Making School Learning Activities More Playlike: Flow and Mastery Learning, 65–75
Brooks, Douglas M.—see Woolfolk, Anita E.

Cohen, Michael—Introduction, 277–79
Colella, Antonia—see Mosenthal, Peter B.
Conley, Mark W.—see Mosenthal, Peter B.
Cooper, Harris M., and Tom, David Y. H.—Teacher Expectation Research: A Review with Implications for Classroom Instruction, 77–89
Covington, Martin V.—The Self-Worth Theory of Achievement Motivation: Findings and Implications, 5–20

Darling-Hammond, Linda, and Wise, Arthur E.—Beyond Standardization: State Standards and School Improvement, 315–36
Davidson-Mosenthal, Randie—see Mosenthal, Peter B.
Deal, Terrence E.—The Symbolism of Effective Schools, 601–20
Dedrick, Charles V.—see Raschke, Donna B.
DeStefano, Johanna—see Downing, John
Downing, John; DeStefano, Johanna; Rich, Gene; and Bell, Aula—Children's Views of Spelling, 185–98
Dumas, Wayne, and Weible, Thomas—Standards for Elementary Teacher Certification: A Fifty-State Study, 177–83
Dyson, Anne Haas—Three Emergent Writers and the School Curriculum: Copying and Other Myths, 497–512

Ellsworth, Randy—see Miller, John W.
Empey, Donald W.—The Greatest Risk: Who Will Teach, 167–76

Fenstermacher, Gary D, and Berliner, David C.— Determining the Value of Staff Development, 281–314
Fernie, David E.—see Shannon, Patrick
Fraser, Barry J., and O'Brien, Peter—Student and Teacher Perceptions of the Environment of Elementary School Classrooms, 567–80
Fullan, Michael—Change Processes and Strategies at the Local Level, 391–421

Good, Thomas L.—Editorial Statement, i
Graham, Sandra—Teacher Feelings and Student Thoughts: An Attributional Approach to Affect in the Classroom, 91–104

Hawkes, Richard R.—see Raschke, Donna B.
Hill, Kennedy T., and Wigfield, Allan—Test Anxiety: A Major Educational Problem and What Can Be Done About It, 105–26

Johnston, Peter—Teaching Students to Apply Strategies That Improve Reading Comprehension, 465–77
Johnston, Peter; Allington, Richard; and Afflerbach, Peter—The Congruence of Classroom and Remedial Reading Instruction, 635–45

Knops, Betsy—see Salend, Spencer J.

Lifson, Steve—see Scruggs, Thomas E.

Manasse, A. Lorri—Improving Conditions for Principal Effectiveness: Policy Implications of Research, 439–63
McDonnell, Lorraine M.—Implementing Low-Cost School Improvement Strategies, 423–38
Mergendoller, John R., and Packer, Martin J.—Seventh Graders' Conceptions of Teachers: An Interpretive Analysis, 581–600
Miller, John W., and Ellsworth, Randy—The Evaluation of a Two-Year Program to Improve Teacher Effectiveness in Reading Instruction, 485–95
Morrow, Lesley Mandel—Retelling Stories: A Strategy for Improving Young Children's Comprehension, Concept of Story Structure, and Oral Language Complexity, 647–61
Mosenthal, Peter B.—The Problem of Partial Specification in Translating Reading Research into Practice, 199–227
Mosenthal, Peter B.; Conley, Mark W.; Colella, Antonia; and Davidson-Mosenthal, Randie— The Influence of Prior Knowledge and Teacher Lesson Structure on Children's Production of Narratives, 621–34

Nickerson, Jacquelyn R.—see Prawat, Richard S.

O'Brien, Peter—see Fraser, Barry J.

Packer, Martin J.—see Mergendoller, John R.
Pittman, Sherry I.—A Cognitive Ethnography and Quantification of a First-Grade Teacher's Selection Routines for Classroom Management, 541–57
Prawat, Richard S., and Nickerson, Jacquelyn R.—The Relationship between Teacher

Thought and Action and Student Affective Outcomes, 529–40
Purkey, Stewart C., and Smith, Marshall S.—School Reform: The District Policy Implications of the Effective Schools Literature, 353–89

Raschke, Donna B.; Dedrick, Charles V.; Strathe, Marlene E.; and Hawkes, Richard R.—Teacher Stress: The Elementary Teacher's Perspective, 559–64
Rich, Gene—see Downing, John
Rohrkemper, Mary M.—The Influence of Teacher Socialization Style on Students' Social Cognition and Reported Interpersonal Classroom Behavior, 245–75
Rohrkemper, Mary M., and Bershon, Barbara L.— Elementary School Students' Reports of the Causes and Effects of Problem Difficulty in Mathematics, 128–47
Rosenholtz, Susan J., and Simpson, Carl—Classroom Organization and Student Stratification, 21–37
Rosenholtz, Susan J., and Smylie, Mark A.—Teacher Compensation and Career Ladders, 149–66

Safran, Joan S.—see Safran, Stephen P.
Safran, Stephen P., and Safran, Joan S.— Elementary Teachers' Tolerance of Problem Behaviors, 237–43
Salend, Spencer J., and Knops, Betsy—Hypothetical Examples: A Cognitive Approach to Changing Attitudes toward the Handicapped, 229–35
Scruggs, Thomas E.; Bennion, Karla; and Lifson, Steve—An Analysis of Children's Strategy Use on Reading Achievement Tests, 479–84
Shannon, Patrick, and Fernie, David E.— Print and Television: Children's Use of the Medium Is the Message, 663–72
Simpson, Carl—see Rosenholtz, Susan J.
Slavin, Robert E.—Students Motivating Students to Excel: Cooperative Incentives, Cooperative Tasks, and Student Achievement, 53–63
Smith, Marshall S.—see Purkey, Stewart C.
Smylie, Mark A.—see Rosenholtz, Susan J.
Stipek, Deborah—Introduction, 1
Strathe, Marlene I.—see Raschke, Donna B.

Tom, David Y. H.—see Cooper, Harris M.
Turnbull, Brenda J.—Using Governance and Support Systems to Advance School Improvement, 337–51

Weible, Thomas—see Dumas, Wayne
Wigfield, Allan—see Hill, Kennedy T.
Winne, Philip H.—Steps toward Promoting Cognitive Achievements, 673–93
Wise, Arthur E.—see Darling-Hammond, Linda
Woolfolk, Anita E., and Brooks, Douglas M.—The Influence of Teachers' Nonverbal Behaviors on Students' Perceptions and Performance, 513–28

Title Index

An Analysis of Children's Strategy Use on Reading Achievement Tests—Thomas E. Scruggs, Karla Bennion, and Steve Lifson, 479–84
Beyond Standardization: State Standards and School Improvement—Linda Darling-Hammond and Arthur E. Wise, 315–36
Change Processes and Strategies at the Local Level—Michael Fullan, 391–421
Children's Views of Spelling—John Downing, Johanna DeStefano, Gene Rich, and Aula Bell, 185–98
Classroom Organization and Student Stratification—Susan J. Rosenholtz and Carl Simpson, 21–37
A Cognitive Ethnography and Quantification of a First-Grade Teacher's Selection Routines for Classroom Management—Sherry I. Pittman, 541–57
The Congruence of Classroom and Remedial Reading Instruction—Peter Johnston, Richard Allington, and Peter Afflerbach, 465–77
Determining the Value of Staff Development—Gary D Fenstermacher and David C. Berliner, 281–314
Editorial Statement—Thomas L. Good, i
Elementary School Students' Reports of the Causes and Effects of Problem Difficulty in Mathematics—Mary M. Rohrkemper and Barbara L. Bershon, 128–47
Elementary Teachers' Tolerance of Problem Behaviors—Stephen P. Safran and Joan S. Safran, 237–43
The Evaluation of a Two-Year Program to Improve Teacher Effectiveness in Reading Instruction— John W. Miller and Randy Ellsworth, 485–95
Goal Structures and Motivation—Carole Ames and Russell Ames, 39–52
The Greatest Risk: Who Will Teach?—Donald W. Empey, 167–76
Hypothetical Examples: A Cognitive Approach to Changing Attitudes toward the Handicapped— Spencer J. Salend and Betsy Knops, 229–35
Implementing Low-Cost School Improvement Strategies—Lorraine M. McDonnell, 423–38

Improving Conditions for Principal Effectiveness: Policy Implications of Research—A. Lorri Manasse, 439–63
The Influence of Prior Knowledge and Teacher Lesson Structure on Children's Production of Narratives—Peter B. Mosenthal, Mark W. Conley, Antonia Colella, and Randie Davidson-Mosenthal, 621–34
The Influence of Teachers' Nonverbal Behaviors on Students' Perceptions and Performance— Anita E. Woolfolk and Douglas M. Brooks, 513–28
The Influence of Teacher Socialization Style on Students' Social Cognition and Reported Interpersonal Classroom Behavior—Mary M. Rohrkemper, 245–75
Introduction—Deborah Stipek, 1
Introduction—Michael Cohen, 277–79
Making School Learning Activities More Playlike: Flow and Mastery Learning— James H. Block, 65–75
Print and Television: Children's Use of the Medium Is the Message—Patrick Shannon and David E. Fernie, 663–72
The Problem of Partial Specification in Translating Reading Research into Practice— Peter Mosenthal, 199–227
The Relationship between Teacher Thought and Action and Student Affective Outcomes— Richard S. Prawat and Jacquelyn R. Nickerson, 529–40
Retelling Stories: A Strategy for Improving Young Children's Comprehension, Concept of Story Structure, and Oral Language Complexity—Lesley Mandell Morrow, 647–61
School Reform: The District Policy Implications of the Effective Schools Literature—Stewart C. Purkey and Marshall S. Smith, 353–89
The Self-Worth Theory of Achievement Motivation: Findings and Implications—Martin V. Covington, 5–20
Seventh Graders' Conceptions of Teachers: An Interpretive Analysis—John R. Mergendoller and Martin J. Packer, 581–600
Standards for Elementary Teacher Certification: A Fifty-State Study—Wayne Dumas and Thomas Weible, 177–83
Steps toward Promoting Cognitive Achievements— Philip H. Winne, 673–93
Student and Teacher Perceptions of the Environment of Elementary School Classrooms—Barry J. Fraser and Peter O'Brien, 567–80
Students Motivating Students to Excel: Cooperative Incentives, Cooperative Tasks, and Student Achievement—Robert E. Slavin, 53–63
The Symbolism of Effective Schools—Terrence E. Deal, 601–20
Teacher Compensation and Career Ladders—Susan J. Rosenholtz and Mark A. Smylie, 149–66
Teacher Expectation Research: A Review with Implications for Classroom Instruction—Harris M. Cooper and David Y. H. Tom, 77–89
Teacher Feelings and Student Thoughts: An Attributional Approach to Affect in the Classroom—Sandra Graham, 91–104
Teacher Stress: The Elementary Teacher's Perspective—Donna B. Raschke, Charles V. Dedrick, Marlene I. Strathe, and Richard R. Hawkes, 559–64
Teaching Students to Apply Strategies That Improve Reading Comprehension—Peter Johnston, 635–45
Test Anxiety: A Major Educational Problem and What Can Be Done About It—Kennedy T. Hill and Allan Wigfield, 105–26
Three Emergent Writers and the School Curriculum: Copying and Other Myths— Anne Haas Dyson, 497–512
Using Governance and Support Systems to Advance School Improvement—Brenda J. Turnbull, 337–51